

## **Bags of Time – Tudor**

### **Pre-Workshop Information**



#### **Outline of the Workshop:**

This is an evidence-based workshop for KS2 – adaptable for Years 3 to 6. In small groups children will open and explore the ‘lost luggage’ of a person from Wandsworth’s past. They will explore the items within the luggage, questioning what these items can tell us about that person. Historical resources and supporting documents will be used to place the objects in historic and regional context and will assist the small groups of pupils in creating a detailed understanding of what their character’s life might have been like.

The session aims to be pupil-centered by allowing children to reach their own conclusions using historical evidence. It gives them the opportunity to be creative when thinking about their character and deciding what they will share with the class during the plenary.

Each small group will share their findings with the whole class by:

- reporting their findings and stating their reasons for their conclusions
- re-enacting the character of the person whose luggage has been found
- placing when their character would have lived on a timeline, exploring more general issues of the time period

**Programme Duration: 2 hours**

#### **Links with Units of Study:**

In support of KS2 National Curriculum the museum has created a session specific to the Tudor period.

- NC Areas: Chronological Understanding. Historical Interpretation, enquiry, organisation and communication
- QCA History Units: Britain and the wider world in Tudor times.<sup>10</sup> A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.
- QCA Citizenship Units: Living in a diverse world. Children’s rights – human rights

- QCA Geography Units: Investigation into our local area

**NB:** *With prior notice this session can be adapted to reflect one of the above units of study more heavily than the others to make the session as relevant as possible. Please contact us if you think we could relate this session to other elements that your pupils are studying in school.*

### **Aims and Learning Objectives:**

The session will provide children with opportunities to:

- recognise that the past is represented and interpreted in different ways, and to give reasons for this
- find out about events, people and changes from a range of sources of information, such as artefacts and replica artefacts, documents, printed sources, pictures and photographs
- ask and answer questions, and consider information relevant to the focus of the enquiry
- work co-operatively in small groups
- develop their chronological understanding
- develop their vocabulary relating to evidence, archaeology, reproductions

### **What we expect:**

- Children will think about their own lives and make comparisons with people living in different times and places.
- Children will enjoy learning about the everyday lives of people who have lived in this borough in the past.
- Children will have an increased awareness about the local area and Wandsworth Museum.
- **The Museum team need to have 5 to 10 minutes to set up before the session**
- **Whilst museum learning staff will run the session, support in the classroom is required in order to minimise the risks involved with the session items, enforce the school's behaviour policy and ensure artefacts are handled appropriately.**
- **Your institution will reimburse the museum for the cost of any item/items that needs to be replaced due to loss/theft/breakage (through inappropriate behaviour) during the programme.**

## Tudor Wandsworth

During the Tudor period the area now known as the Borough of Wandsworth was caught up in the turbulence and change that was spreading throughout England. Its proximity to London and position on the River Thames meant that national events impacted on local people and places.

At the same time there was continuity from the medieval period as people living in small communities continued following traditions based around rural industries and the local church.

### Wandsworth the Rural Retreat

The influence of London was increasingly felt. The growing city provided local farmers with a ready market for their produce. A number of European immigrants who had fled to England to escape religious persecution in their own countries settled in Wandsworth. Many of them brought their own skills and expertise in trades such as fabric dyeing and copper metal fabrication, contributing to the area's industrial growth.

The Wandle River was ideal for the new industries due to its cleanliness and fast flow. By the early 1550s Wandsworth had become a notable centre for the textile –finishing industry. The Thames, a vital link with the capital, supported the traditional local trades of fishing and ferrying.

As London became crowded and unhealthy, wealthy merchants and court officials moved away to the surrounding countryside; some settled here in Wandsworth, building substantial houses. As a rural area it allowed them to escape from the noise and plagues of the city, but it was also close enough for them to return quickly if necessary. The accessibility of the Thames also made it attractive. Members of the royal court took the ferry up the river to **Putney**, where Henry VIII kept horses for riding in **Putney Park**. The Wandle Bridge in Wandsworth town was repaired in 1602 by order of Queen Elizabeth so that the queen herself could travel to Putney and beyond by road.

**Putney, Wandsworth** and **Battersea** were all popular with merchants and courtiers and some families remained in the area for generations. This included the family of William Broderick, the King's Embroiderer, who lived in Wandsworth and the St John family in Battersea.

### Famous Characters from Tudor Wandsworth

William Brodrick was an embroiderer who lived in Wandsworth. To train as an embroiderer, William would have served a seven-year apprenticeship. Apprentices were taught a trade by a master craftsman and, in London, were generally aged 14 to 24. They were paid very little during their apprenticeship, but lived with their master and were provided with food and clothing. William succeeded in establishing a successful business in the City, becoming embroiderer to King James I.

By 1605, he had a country house in Wandsworth, probably in the present Putney Bridge Road. He had followed a long line of other London citizens and courtiers to Wandsworth, where estates had begun to be built up by the early fifteenth century.

Thomas Cromwell was born in Putney in 1485. Son of a fuller or smith, he rose to become chief minister to Henry VIII, who later granted him the manor of Wimbledon. He is best remembered for carrying out the dissolution of the monasteries.

Cromwell was instrumental in promoting Henry VIII's disastrous marriage to Anne of Cleves and, as a result he was charged with treason and beheaded on 29<sup>th</sup> July 1540.

These courtiers brought their dramas and their problems with them from London to Wandsworth. In 1529 Cardinal Wolsey, a disgraced minister of Henry VIII received a cheering message and gold ring from the King. He is described as leaping from his mule, kneeling on the muddy river bank at Putney and raising his hands with joy!

It is more difficult to understand the lives of ordinary (and normally illiterate) people in Tudor Wandsworth but it is possible to get an occasional glimpse of events that affected them. Often these were connected with the farming industry. For example, it is recorded that dung was brought up from London to Putney and Roehampton in large quantities in order to increase the fertility of the fields. The smell was clearly a problem since by 1604 a dung wharf had been constructed in the north-east corner to ensure that the wind would blow the smell into neighbouring parishes!

### **End of the Tudor Period**

By 1603 Wandsworth had become a large village with the substantial houses of the minor gentry and merchants mixed with the farmhouses and the smaller houses of the craftsmen and labourers.

Growth and prosperity brought their problems. Rapid population growth led to overcrowding, especially around the cramped Wandle industries. Throughout the next four decades this overcrowding and poor sanitation meant that large numbers of people succumbed to the plague.

## Pre-Workshop Activity Suggestions

### Drama/History

- *Henry VIII had six wives*

Divide the class up into 6 groups and ask each group to research one of his wives. They need to find out as much information as possible from the books and the internet. Such as why and when did they marry Henry the VIII? What country did they come from? What did they do before they became queen? What did they look like/what style of cloths would they have worn? What type of family did they come from? Why did the marriage end?

When the research has been completed their will be a press conference. The class will act as reporters trying to find as much info as possible about each wife from the research group. Each group will take turns pretending to be the wife.

### Literacy

- *Rich and poor Tudors*

The gap between rich and poor widened significantly during Tudor times. Life was very different depending on your financial status.

Ask the pupils to complete the table below

Area of Tudor Life	Description	Rich or Poor
Food	Ate mainly vegetables, bread and sometimes cheese	
	Ate mainly meat	
Drink	Drank wine or Sherry	
	Drank watery ale, as water was too polluted	
Clothing	Ruffles were very popular	
	Women wore padded skirts held up with loops and bodices	
	Cloths were practical and warm	
	Education was paid for at grammar schools or by private tutors	
	There was little or no education	
	Houses were made of brick or stone	
	Houses were made of wood and plaster	
	Inhabitants sat on benches or stools	
	Inhabitants sat on padded chairs	
	Hunting, Fishing, jousting and real tennis	

## Bags of Time – Tudors

### Post Workshop Resource Pack

We very much hope you enjoyed the outreach session and we would be very grateful to hear your views on this or other elements of the educational services of the museum. If you have any comments or concerns that have not been addressed in our evaluation, please contact us at [educator@wandsworthmuseum.co.uk](mailto:educator@wandsworthmuseum.co.uk).



This resource pack is designed to support you and your pupils after participation in the Bags of Time - Tudor workshop. Wherever possible we have tried to keep information relevant to the local area although there may be some artefacts and photographs that represent the national context of the time period.

**Please note:** If you have not yet participated in the workshop, please do not reveal the content to the participants as this will lessen the impact of the discovery element of the museum workshop.

Please feel free to contact us should you have any further enquiries about the content of this pack or time period.



## Character 1: Travelling Healer

### Background information:

Medicine in Tudor times was beginning to be divided into the separate disciplines of surgery, pharmacy and general medicine. In many areas there had been little development from the Middle Ages but some important discoveries were made during this time. The dispensing of medicines was often done by an apothecary. Apothecaries varied greatly in wealth and social status. Henry VII had his own appointed court apothecary but many operated from small shops or houses in towns and cities. They would often create their own plant based remedies for various ailments and would also sell spices, perfume and sweets.

Our character is based on a lower rank itinerant healer. He would have travelled the country selling his wares from his pack and he might have even ventured abroad to procure more exotic ingredients. He would have been consulted by those with too little money to employ a physician or surgeon but even his remedies would have been beyond the scope of much of the population. Poorer people would have had to rely on home remedies or the village “wise” woman (or man!). Some Tudor remedies such as Witch hazel for bruises or cobwebs for wounds would have been of some benefit. Others like the famous bezoar stone were firmly rooted in superstition. This was a stone like object formed from indigestible material retrieved from the stomach of a goat. It was thought to cure all known poisons.

### Clues in the luggage of this character:

**Pestle and Mortar:** Used to grind up herbs and spices for use in herbal remedies.



**Gem Stones:** Many Crystals and Stones were thought to have healing properties. They might be laid upon the body or ground up and ingested. The bag itself has “magical markings” inscribed on its inside. In Tudor times superstition and





healing were firmly intertwined and it would be common for a healer to attempt magical cures for illnesses.

**Herbs and Spices.** A travelling healer would concoct their own remedies often from natural ingredients.





## Character 2: Wealthy Woman

### Background information:

This character has been based upon Susanna Powell a local Tudor woman to whom there is a memorial in All Saints church. The real Susanna was married to a gentleman called John Powell who was a Yeoman of the guard. Her father also worked at court. We have little information regarding Susanna's life. Although we do know that she was very wealthy and that she left various charitable bequests upon her death. Legally, married women could not own property but at her time of death Susanna was a widow. Women were generally considered to be inferior to their male counterparts but this did not mean that women did not have influence. A wealthy woman would have had the responsibility of running a large household and many servants. She might well have been educated though this would have been at the discretion of her family.

### Clues in the luggage of this character:

**Rings** Wealthy men and women both wore **rings**. Rings containing **precious stones** were very expensive and would be worn to show that a person was rich.

Rings could also be given to a messenger instead of a letter. The person receiving the ring would then know for certain whom the message had come from. Seal rings would be used to imprint a design into melted wax that would then fasten a letter. Once a seal had been opened it would be obvious that a letter had been read.



### **Favour**



This was a piece of material a Tudor woman might give to a **knight** when he was **jousting**. Jousting was only performed by the nobility and was particularly popular in the court of Henry VIII.

Two knights would ride towards each other with lances and try to knock the other off his horse.

A woman giving a knight her favour was often a romantic gesture or at the very least a symbol of loyalty and devotion. The strawberry was often used as a symbol of marriage.

## Character 3: Wealthy Man

### Background information:

This character is based upon the real life Robert Holgate who was Arch Bishop of York under Henry VIII. Originally a Catholic it is thought Robert Holgate was a protégé of Thomas Cromwell. In order to prove his new found Protestantism Holgate, (then 68), took a wife. This was in 1550; a year after the Act of Parliament that removed the condition of Celibacy in the clergy was passed. This did not serve Robert well; under Mary I he was arrested, taken to the tower and stripped of his title. He was later released after paying £1000 to the crown but he died a year later in 1555.

### Clues in the luggage of this character:

**Meat** was an important part of the Tudor diet. Rich people would eat a lot of meat but not many vegetables. They believed that vegetables were only for poor people. This meant that many people in England suffered from health problems because a lack of vegetables meant their bones did not grow properly.



There were no refrigerators to keep meat fresh so it would often be nearly rotten when people were eating it! Salt and spices would be used to preserve meat and try to improve the taste.

### **Writing**

Not everyone learnt to read and write in Tudor times. Most people would be illiterate. Education was for the more comfortably off. Grammar schools were established during this period but they were only open to males. Occasionally girls were given an education (for example Queen Elizabeth 1<sup>st</sup> was known for her learning). But this would be at the discretion of her family



## Sundial Shepherds Stick

This object is another clue to our characters wealth.



This sundial was called a Shepard's stick sundial and was used for telling the time. Pocket watches were invented in Tudor times but some people would have clung to the more traditional way of using the sun to tell the time.

The dial is marked with different hours of the day along its side and the different months of the year along the bottom. The silver gnomon would be placed over the correct month's initial

at the base and then turned so that it faces the sun directly and a shadow falls vertically.

The length of the shadow is plotted between the hour lines and traced back to where the hours are marked. As the dial works by plotting the rise and fall of the sun, so each hour represents either the morning or the afternoon. The morning hours are to the left.

## Character 4: School Boy

### Background information:

This character is based upon one of Putney's most famous residents, Thomas Cromwell. Born to a working man, Thomas's rise through the ranks of Tudor society, eventually becoming one of Henry VIII's most trusted (and wealthy) courtiers, is astonishing. Eventually he would be executed, after blame for Henry's disastrous marriage to Anne of Cleves fell at his door.

Prior to all this he was a schoolboy in Putney. We know he left home in his early teens due to some sort of upset, "either he quarrelled with his father who was a known troublemaker, or he was himself in trouble" (Guy, 1988, p.155) and travelled to France. There is speculation that his childhood was a turbulent one. He once referred to himself as being a "ruffian" in his youth. We do know that Thomas received an education and spoke various languages.

Schools in Tudor times were only for boys and only for the wealthy. The very rich would have had private tutors but it is likely that Thomas went to a grammar school. He would have been expected to attend such a school from dawn to dusk 6 days a week. The main subjects were Latin, Arithmetic, Divinity(RS) and English Literature. Learning would most commonly be by rote (repeating something until it is remembered) and discipline was harsh, with birching and whipping common.

### Clues in the luggage of this character:

#### **Horn book**

This was used to help pupils learn important things. The one in our luggage has the alphabet on one side and the Lord's Prayer on the other.





## Wooden Toys

Tudor toys would most commonly be made from wood. The toy on the right is called a string mill, it turns when the string is pulled. The one on the left is called a Lenten rattle. The noise it makes was often used in puppet shows.



## Character 5- Poor Man

It is difficult to obtain data about the poorer sections of society during this time. There are few written records that contain information about the daily lives of the lower strata of society. Our character is based upon the little information we have about the lives of the poor within Tudor England. About two fifths of the population were thought to be on the margins of subsistence, surviving through multiple occupations, seasonal work and cottage industries. Below people of this social standing were the vagrants or beggars who needed to obtain a licence to beg and were seen as criminal and widely despised.

Since our character lived in Wandsworth he might have worked in the mills that drew their power from the River Wandle. Alternatively he might have worked as an agricultural labourer or been employed as a lower order of servant. His standard of living would have varied greatly from that of his master in areas such as diet, clothing and accommodation. He may however have benefited from having a diet that was richer in terms of vitamins, as vegetables were seen as the preserve of the poor and so infrequently eaten by the wealthy. During the Tudor period the rich got richer (giving rise to the idea of this time as a golden age) but the gap between the lifestyles of the rich and poor widened.

### Clues in the luggage of this character

**Purple carrot:** Carrots in Tudor times were normally purple! Orange carrots did not become popular in England until after the Tudor period. They also did not have potatoes as these had only just been discovered in Tudor times.



Poor people would have eaten lots of vegetables as they could not afford much meat. Bread would also have been an important part of their diet. Vegetables would often be eaten in a stew called potage with oats added to give it thickness and any herbs and meat bones that were available.





**Reed light holder:** The poorest Tudors could not afford to buy candles at all so they made them out of reeds. Reeds were dipped in a pan of melted cooking fat and then left to dry. They were then lit but would have produced a very dim, flickering light. As they were covered in melted grease they would have smelt unpleasant.



## Post Workshop Activity Suggestions

Below are a number of suggested **classroom activities** to assist in extending the learning in this session. Please find attached the related worksheets.

### **English /DT/Science**

Imagine you are on board a ship travelling uncharted seas. How would travelling back then have differed to today (talk about the use of different navigational equipment such as astrolabe and compass). Tudors would have used complicated mathematics and specialist knowledge rather than the use of global positioning systems that we use today.

### ***Tudor Job Description***

Write a job description about one of the Tudor characters that had been investigated in the workshop? Include their age, what they might wear, what they do every day, how much they would be paid? What kind of skills or quality's they might need for their job? What kind of character might they have had? Perhaps the pupils could draw a picture of what they might have looked like.

### **English / Drama / Art and Design**

A result of discovering 'the new world' during this period was the introduction of exciting new items into Europe such as the tomato ( known as the 'love apple'), the potato and tobacco.

Set up the classroom to resemble a Tudor market, the children will become 'merchants' and attempt to deliver different sales pitches for their new products.

This pitch would be different depending on the class of people to which you were selling the product

- Divide the class into discussion partners
- Allow five minutes for pupils to prepare their 'pitch'
- Take turns to listen to each pair as they tell the rest of the class why they should buy their goods or services

Alternatively design a poster advertising the new exotic item.



## New Food Introduced to England in Tudor Times

Food	Origin	When? (estimate)
Kidney Beans	Peru	1490s
Tomato (Love apple)	Mexico	1590
Potato	South America (Peru)	1580s
Turkey	North America	
Vanilla	Mexico	1520s
Pineapple	Brazil / Paraguay	1490s
Chilli Peppers	Central/South America	1490s
Red Peppers	Central/South America	1490s
Pumpkin	North America	1490s
Cayenne Pepper	The Americas	1400s
Avocado	Mexico	1520s
Peanuts	Peru / Bolivia / PARAGUAY	1400S
Corn	Mexico	1500s
Chocolate	Central/ South America	1500s

### History / PSHE

Examine your lunch box or what you ate for dinner last night and then work out what would not have existed in Tudor times. What would there be left to eat? What would Tudors have substituted for what we eat now (for example, lack of clean drinking water meant they would be likely to drink weak beer).

Discuss what food is the same as in Tudor times and what wouldn't have been available such as processed food, frozen food, sweets, etc (sugar was available but expensive), also remember it would be impossible to eat strawberries in December!

See the worksheet below for a sample Tudor menu. Compare and contrast the diet of rich and p

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# TUDOR MENU



### **Menu for a wealthy Tudor**

- ❖ Manchet (fine white bread). Roast beef.
- ❖ Roast beef, Eel pie, Sausage, pike with a 'high Dutch sauce' stewed carp, roasted blackbirds, larks, woodcock and partridge. Salat (A Seasonal vegetable). Wine or mead (an alcoholic drink made with honey).
- ❖ Mutton and Manchet. Wine or ale

### **Menu for a Tudor Peasant**

- Potage (Porridge made with vegetables, peas or beans and water or milk). Small Ale.
- Black bread (made with rye), dried apple, small ale, (perhaps a small lump of cheese).
- Potage, Small chunk of bacon, Small ale.

**History / Maths** Worksheet: Cut out the squares. Mix up and use as a matching game

Monarch	Portrait	Dates
Henry VII		1485 - 1509
Henry VIII		1509 - 1547
Edward VI		1547 - 1553
Jane Grey		July 1553
Mary I		1553 - 1558



Elizabeth I



1558 - 1603

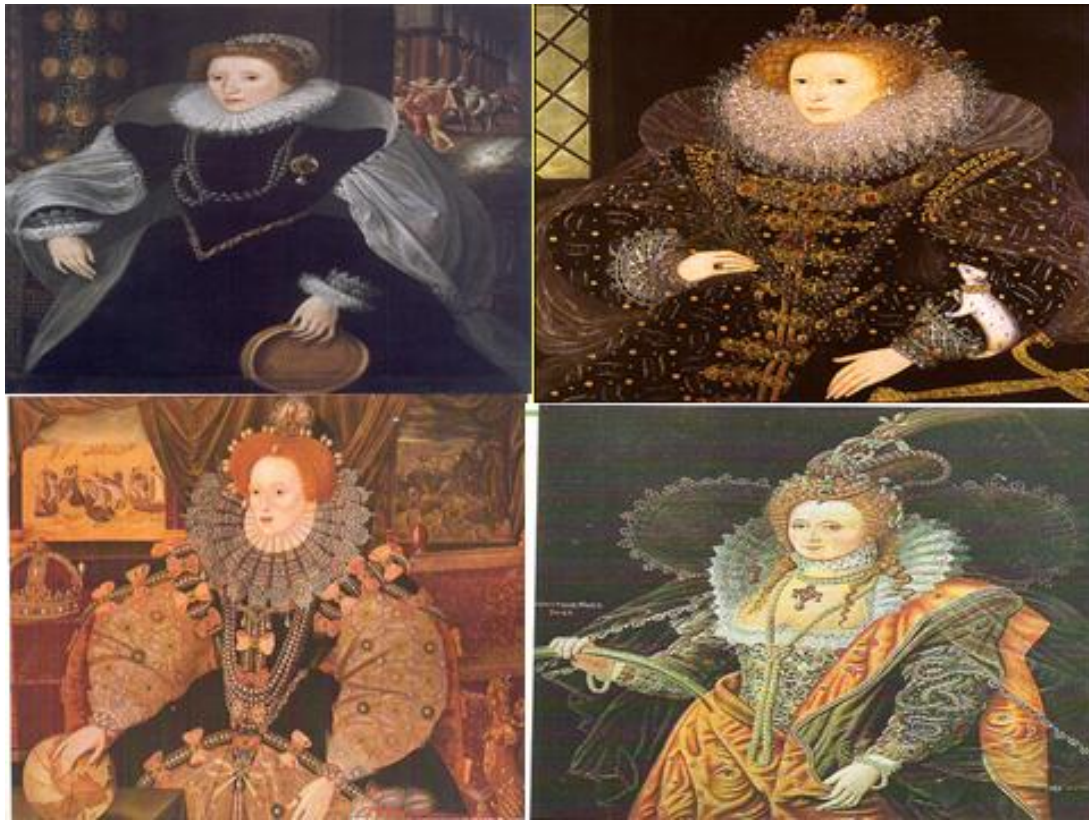
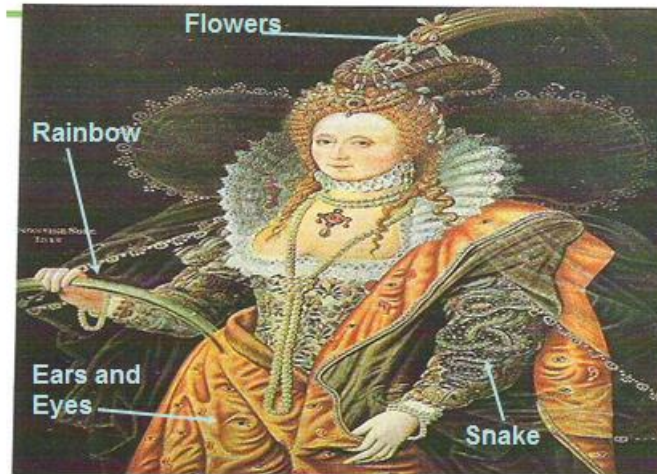
**Art/History Worksheet: Portrait analysis.**

Study the portraits of Elizabeth the First and highlight the symbols and their meanings. Students can think about how they would like to be represented in a portrait. What symbols could be used to represent them? Now pupils can draw their own version of a Tudor portrait.

Symbol	What portrait is it used in?	What does it mean?
The Globe	The Armada Portrait	Power over the world
A Sieve	The Sieve Portrait	Purity and perfection
An Ermine	The Ermine Portrait	Purity and nobility
A Snake	The Rainbow Portrait	Wisdom and Knowledge
A Rainbow	The Rainbow Portrait	Peace and Happiness
Eyes and Ears	The Rainbow Portrait	She can see and hear everything her subjects do.
Moons and pearls	The Rainbow portrait. The Armada Portrait	Wisdom and purity. (Relating to Elizabeth as Diana – classical goddess of the moon)



## The Rainbow Portrait



(From left to right: Sieve portrait, Ermine portrait, Armada portrait, Rainbow portrait)

### **Further Resources:**

#### **General Tudor resources:**

[www.bbc.co.uk/history/british/tudors/](http://www.bbc.co.uk/history/british/tudors/)

Part of the extensive BBC History website. Links to many articles, divided into categories: Henry VIII and the Reformation, Mary Rose, Elizabeth I, Shakespeare, daily life, the age of exploration, art and architecture. <http://www.tudorbritain.org/ww.tudorbritain.org>

Educational website produced by the National Archives and the Victoria & Albert Museum.

After an interactive exploration of the court of Henry VIII, you can examine Tudor life, trade, religion and fun. There is also a great 'Joust!' game. [www.tudorhistory.org/](http://www.tudorhistory.org/)

Provides an extensive overview of the Tudor period, including people, architecture and daily life.

<http://www.goldenhind.co.uk/education-centre.php>

Looks at Tudor Exploration and Frances Drake.

<http://www.npg.org.uk/learning/digital/sen/explore-elizabeth-i.php>

The National portrait gallery website is a good resource and contains an in depth exploration of Tudor portraiture for SEN student.